

1924

## The College News, 1924-11-05, Vol. 11, No. 06

Students of Bryn Mawr College

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# The College News

Vol. XI. No. 6

BRYN MAWR, PA. WEDNESDAY, NOVEMBER 5, 1924

Price 10 Cents

## WALTER DE LA MARE LECTURES ON POETRY

Craftsmanship More Than Piecing  
Together of Words or Capacity  
for Taki g Pains

## VERSE MUST BE MUSICAL

Mr. Walter de la Mare, English poet and novelist, delivered the Ann Sheble Memorial Lecture in Taylor Hall last Friday night, speaking on "Craftsmanship in Poetry."

When we speak of Craftsmanship, he said, we mean solely method of execution. To understand this, look at a poem not only as a whole, but in its parts. As you may dissect a daisy, petal by petal, and discover the marvelous workmanship of every part, so you may analyze a poem to find its true perfection. And a poem, unlike a daisy, can always be put together again.

Words give pleasure, first, as sounds and, second, by their formation in our throats. There is a very definite music about words: open vowels delight the ear more than closed. It has been said that b and u are to be found in every masterpiece of prose. We enjoy assonance, alliteration. Good prose should be musical; good verse must be. Craftsmanship consists in arranging sounds in their har-

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## PENNSYLVANIA, NEW TO GAME IS BADLY BEATEN BY VARSITY

Dorothy Lee '25, Stars Against Visitors  
Guarding

Varsity easily defeated Pennsylvania in a hockey game Tuesday afternoon, October 28, with the score of 14-0.

Pennsylvania, which this year for the first time has its own hockey field and consequently has not played much before, was obviously outplayed by varsity, whose greatest advantage in the uneven game was superior team work.

The ball was constantly in front of the Pennsylvania goal, for the varsity forwards were quick in rushing down, while the fullbacks, lingering near the 50-yard line, proved practically impossible to pass to. D. Lee, '25, and H. Tuttle, '28, were clever in eluding their backs, outrunning the field and shooting from the edge of the circle, as the Pennsylvania goal ran out in a vain endeavor to stop their shots. The Brown forwards, in spite of the large score, neglected many opportunities to shoot.

Second half started with a spurt of speed on the part of the visitors, whose team was fast, but who failed to mark their opponents. They had little organization, and gained nothing on their free hits. Varsity kept them from scoring and D. Lee, '25, made many long goals, while B. Loines, '28, caught the ball on the fly at the centre from S. Walker, '26's, stick and carried it down the field in a spectacular run just before the whistle blew.

The line-up was:

Pennsylvania: Embry, McCardle, Hickox, Macneir, Weyl, Caghen, Eaton, Schell, Gardy, Randall, Brodsky.

Varsity: B. Loines, '28; H. Tuttle, '28; D. Lee, '25; W. Dodd, '26; M. Talcott, '26; S. Walker, '26; J. Seeley, '27; S. Walker, '27; E. Harris, '26; K. Fowler, '25; M. Gardiner, '25.

## SOPHOMORE CLASS ELECTS VALINDA HILL, ELIZABETH WINCHESTER AND SARAH JAY

1927 has elected Valinda Hill President, Elizabeth Winchester, Vice President and Sarah Jay, Secretary, to succeed Caroline Swift, Valinda Hill and Minna Jones respectively.

Miss Hill was a member for 1927 on the Business Committee of May Day, and member of the Freshman Show Committee, as well as vice president of her class last year.

Chairman for the first week, October, 1923, and on the Business Committee of the Freshman Show, Miss Winchester is manager of Class Hockey for this year, and business manager of the Sophomore Play.

Miss Jay was chairman of the class in October, 1923, and Freshman member of the Self-Government Board for 1923-24.

## CAN WE HAVE PHILOSOPHY AND RELIGION, ASKS DR. MEIKLEJOHN

America's Confidence in Common Sense  
Un deserved, Says Educator

"All our American education is suffering and in a large measure failing because we have no philosophy and no religion to teach," said Dr. Alexander Meiklejohn in chapel last Wednesday night, in the first of a series of talks on education.

"Education," he explained, "is the attempt so to equip people that they can live better. The trouble is that we do not know what to teach. We are living in a time when thought systems have been shattered. The problem is to find for our teachers and students some starting point by which they can build up an interpretation of life.

"America is hard to educate; Americans as a whole think it is easy to know the world. They have confidence in their common sense and their common sense doesn't deserve it. With regard to all things of any importance, Americans characteristically think no study is needed. Only in regard to the minutiae, the mechanisms of life do we investigate. Americans realize the need of study if they are going to make shoes, but in regard to religion, philosophy, morals and social arrangements they feel they can know by intuition what to think.

"One question about philosophy and religion is, can we have either? Men had pieced their knowledge of the world together into a picture puzzle. Science spoils the picture. A dreadful fear is on us that we can never put the picture to-

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## DR. AMBERSON, AUTHORITY ON ANIMAL LIGHT, TO SPEAK

"The Nature of Animal Light" will be the subject of a lecture by Dr. William R. Amberson, Associate Professor of Physiology at the University of Pennsylvania, in Dalton Hall, Friday, November 14, at 7.30 P. M.

The lecture, which is under the auspices of the Science Club, will be in Dalton in order that Dr. Amberson may illustrate his talk with lantern slides and demonstrations. Dr. Amberson has studied the problem of electrical fish for several years and is an authority on the subject.

All members and associates of the Science Club are invited and may bring guests.

## MISS ELY TO SPEAK AT LIBERAL CLUB MEETING ON FRIDAY

Miss Gertrude Ely, who was at Geneva for five weeks this summer, will speak on the League of Nations at the Liberal Club Friday night. Miss Ely has talked with a great many of the delegates this summer, and the Liberal Club meeting on Friday will be an unusual chance for a clear and first-hand view of the work the league is doing.

## MERION CRICKET CLUB GOES DOWN BEFORE VARSITY TEAM

Visitor's Individual Play Fails to Break  
Brown Team-Work

In a game of brilliant defensive play Varsity defeated, 6-0, the Merion Cricket Club team playing with only four forwards.

The remarkable guarding of the Merion goal and the slashing work of the backs kept the score down. The Bryn Mawr backs also played with sureness and speed; the close teamwork of the Walkers and J. Seeley, '27, was especially helpful.

Scoring only one goal in the first half, made by D. Lee, '25, centre-forward, Varsity made a splendid rush in the second half, D. Lee again shooting the goal. After that a long goal by H. Tuttle, '28, from the edge of the circle, and three more swift, clean shots by D. Lee, rolled up the score. Short dribbles by B. Loines, '28, right wing, quick passes to centre, and hard shots into the corner of the goal, were responsible for these tallies.

Throughout the game the play was generally concentrated at Merion's goal. Frequent fouls were called for kicking and hooking.

Merion Cricket: Mr. Neilson, Mrs. Carter, Miss Willard, Miss Waymouth, Miss Daly, Mrs. Madeira, Miss Townsend, Mrs. Yarnall, Miss Rolin, Mrs. Hopkins.

Varsity: B. Loines, '28; H. Tuttle, '28; D. Lee, '25; W. Dodd, '26; M. Talcott, '26; S. Walker, '26; J. Seeley, '27; S. Walker, '27; E. Harris, '26; K. Fowler, '25; M. Gardiner, '25.

## "DR. GRENFELL, OF SOUTHERN INDIA," TO SPEAK IN CHAPEL

Dr. W. J. Wanless, the "Dr. Grenfell of Southern India," will be the speaker at the Chapel Service on Sunday evening, November 9.

For thirty years Dr. Wanless, supported by the Bryn Mawr Presbyterian Church, has been a Medical Missionary in India. From a small beginning, Dr. Wanless has built a large plant called the Miraj. It consists of a hospital caring for all diseases, including leprosy, and a school for the medical training of natives. Besides recognition from native princes, Dr. Wanless has been twice decorated by the King of England.

## JUNIOR PLAY TO BE GIVEN ON SATURDAY NIGHT

"The Amazons" will be presented by the class of 1926 in the gymnasium this Saturday night. Tickets may be bought from E. Stubbs, Denbigh.

Miss Anne Wiggins, head of the Eastern Area Division of the Student Friendship Association Fund, will speak in the chapel on Friday morning, November 7, about Student Friendship work.

## COLLEGE HOLDS RALLY ON ELECTION NIGHT

Party Banners Wave Gallantly  
While Leaders Make Speeches  
And Hear Radio Returns

## "CANDIDATES" IN PERSON

"Follow the band" was the rallying cry for all parties at the grand meeting held on Bryn Mawr campus election night.

Starting under Pembroke Arch at nine o'clock, a wild assortment of political fans marched in mass formation to the tunes of our native songs.

No bloc in American politics was missing. Resolute Republicans followed "Silent Cal" (as impersonated by O. Saunders, '25) waving their party colors and towing a massive elephant. Burly Democrats roared their party cries, lavishing loving care on the chosen leader, Mr. Davis (as impersonated by A. Shiras, '24) while Brother Charlie received flattering attention on all sides.

Red-shirted and unshaven Communists led by B. Linn, '26, shrieked curses and the International loud and often. "Battling Bob" from Wisconsin (as impersonated by K. Adams, '27) marched on, while in the words of the poet, "His band was few but tried and true, its leader frank and bold."

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## CHRISTIAN ASSOCIATION STARTS DRIVE FOR VARIOUS ACTIVITIES

Maids' Classes, Student Friendship, Among  
Those Aided By Fund

During the coming week the Christian Association will hold its annual drive.

Instead of passing every Sunday evening a plate for the support of its charities, C. A. asks its members once a year to pledge money to those items on its budget which interest them most.

This year the items on the budget are as follows:

Maids' Night School.  
Student Friendship Fund.  
Bates' House.  
Dr. James' Hospital, China.  
Miss Tsuda's School, Japan.  
Unassigned.

The Night School is still a growing enterprise which needs help to get fairly under way. Started by girls here who felt keenly that while Bryn Mawr was supporting far-away charities it was ignoring the maids on its own campus, the school now has classes in English, good citizenship and personal economics, and it hopes to expand still more. Its chief need now is books. A whole class of thirty have to study out of the same *Oxford Book of English Verse*.

The Student Friendship Fund tries to strengthen international peace by helping the poor students in other lands, chiefly in Russia and Central Europe. These students have insufficient clothing, inadequate housing, no medical care, no books and little food. In order to get money to study, they have to support themselves by working many hours a day.

Dr. James is a medical missionary in China whose hospital depends chiefly upon Bryn Mawr for help. As an illustration of the condition of the hospital during an operation one day, the floor, which sorely needed repair, fell through, operating table and all. Dr. James is an alumna of Bryn Mawr.



# The College News

[Founded in 1914.]

Published weekly during the college year in the interest of Bryn Mawr College

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## A FIERY WARNING

Many at this time are dwelling on the evils of overorganization, so forcefully presented by a letter in the NEWS of October 29.

One evil in particular has lately forced itself on our attention. Week after week, in obedience to that bell which makes an alarm clock sound like a xylophone, we have hurtled out of bed, slammed down the windows, and dripped (usually) into the wrong squad. We have suffered untold humiliation—not to say expense—as the eye of the fire captain surveyed us from the top of our water-waving head to the soles of our "Comfy Bedroom Slippers."

This has happened again and again, till now we feel impelled to declare that fire-drills are overorganized. There is too much rigidity in that squad arrangement, the costumes are almost as formal as an athletic outfit, and, most serious—there is that deplorable lack of spontaneity that comes with frequent drilling.

Some day the electric iron will get hot, and then, unless this voice has been heeded, figures will be seen dashing madly back into the roaring flames to wet their towels, captains will be looking at their watches while the burning rafters crash about them, and finally a voice will be heard choking out in a cloud of smoke: "Before you go you must all be in your squads in the right order."

## WE JUDGE AS THEY PASS

"But he left me all up in the air; he gave no practical solution to the problem." This, a current criticism of Dr. Meiklejohn's lecture, is a remark somewhat characteristic of a certain attitude in college.

We are mutually parasitic. We exact that each speaker or lecturer to whom we trouble to listen shall hand us a ready-made scheme of the universe, which we can inertly annex until a better one is in turn presented. Our philosophies of life are nothing but loose-leaf notebooks into which we passively insert the ideas of successive speakers like so many assorted pages. If a lecturer does not give us one definite, concrete idea which slips into that notebook, if we cannot sum up his attitude toward the universe in a few terse words, we summarily pronounce that he is not "constructive." We blandly expect our speakers to have quick, portable remedies for all the ills of life. What the man's general attitude contains in the way of dynamic force or inspiration or of vague but penetrating thinking does not attract our observation.

## WHAT NEXT?

"End fog, bring rain by shooting clouds. Came lightning to cease. Inventor of process, Dr. Warren, of Harvard, predicts commercial rainmaking," states The New York Times.

Once again our era is stressed as the "age of science." The weatherman is about to be robbed of his job. What new realm will science next usurp? We can quote with veracity Louis XV, "après moi la diluge."

Let us rejoice that we are living now when some few traces of romance still exist and let us pity the unfortunate child of tomorrow, who may, at will, buy himself a rainy day. Paper dolls will lose their fascination and as for wearing those new rubber boots . . .

"Commercial rain." Mon Dieu, what next?

(In this column the editors welcome all expressions of college opinion.)

## WEMBLEY AND EDUCATION

To the Editor of the COLLEGE NEWS:

As an educational project is Wembley a success? What is the purpose of education? Is it not to enable men to lead lives which are in harmony with, and of value to this world? Consider Wembley in this light.

Last summer Englishmen of all kinds made their way to Wembley. Regardless of what may have been the incentives behind these visitors, none of them could have left the exposition grounds without getting some idea of the great extent of the Empire and of the peculiar attraction of at least one of the dominions or colonies. By passing through the building of the Commonwealth of Australia, he, who enters the grounds by the main entrance, finds a short cut to the amusement park. He is pushed into a crowd gathering about the sign "Sheep-shearing," until he can not help but see the process itself. Before he leaves the building he buys a fruit drink, and, while drinking, looks at the pictures of the orchards. In the winter when the price of fresh fruit becomes exorbitant and he is working so hard—which he must do to keep his job—that he has no leisure time; he will think first, of the sheep-shearing and the apple orchards, and secondly, of the great opportunities for self-development in Australia. The chances are ten to one that in the spring he will go out to that land of promise.

What has this to do with education? Who are the "educated" people? They are those who can and do take time from satisfying the economic demands upon life to devote to intellectual pursuits. This man does not have to work every minute of his waking life in Australia as he did in England where there was always another man to take his place, should he fail. Australian citizens live under compulsory school laws; and she has her poets, journalists and professors. Many immigrants will voluntarily make the most of these new educational opportunities. On the "under-do-well" a certain degree of education will be forced. These people are educated as well as and perhaps better than they would have been in England. Even ignoring the great improvement in the economic status of the individual and of the Empire, from a moral point of view these men are leading a life of increased value to the world and herein the purpose of education has been accomplished.

With economic liberty and freedom—or as we say with less work to do—comes education, contemplation and self-development. Wembley, doubtless an economic venture in the minds of its creators, succeeds admirably as an educational project.

ELIZABETH BOSTOCK, '26.

## WHAT'S WRONG WITH OUR COLLEGE?

(The following article was offered to the News Board as an editorial. The board did not agree with its suggestions and ideas, but felt them worth discussing, so prints it as a letter.)

To the editor of THE COLLEGE NEWS:

What's wrong with our college? Over-organization is the answer, according to Miss Ling's letter in the News of last week, and we most heartily agree with her. The evils of over-organization were so well stated in her letter that we should like to suggest a few possible remedies.

There is, of course, only one real remedy, and that lies with the individual student. Over-organization will exist just so long as the greater number of us prefer the intoxication of the mob spirit to the clear water of a little honest individual

thinking, so long as we prefer the formulation of life into rules to the freedom of personal choice and initiative. But in the belief that many of us are looking for a break in the net which binds us ever tighter, we offer the following suggestions, in the hope that they will call forth others:

(1) Varsity dramatics instead of class plays. This would result in more finished productions, would help still further to do away with "Class Spirit," and would make dramatics open only to those sincerely and whole-heartedly interested in them. It might also be a step toward such a scheme as the Harvard 47 Workshop.

(2) Class song books to be abolished or greatly reduced in size, for few songs are worth handing down.

(3) Song practices to be rare and only for those who want to sing. The custom of fines for non-attendance at such practices (except for Lantern Night) is unworthy of our intelligence. The joy of singing lies in its spontaneity; remove that and you remove much that makes singing delightful.

(4) Fewer large association meetings. The executive board is elected to do the work. It is their task and their privilege.

(5) Fewer class meetings. They should be called only for the election of officials, who should be elected several at a time, or for matters of grave import to the entire class.

(6) In order to prevent the recurrence of the Freshman complaint heard recently, "But where do you find any time to work here?" we suggest the postponement of all meetings which Freshmen are required to attend (except Self-Government) until six weeks after college opens. Since Lantern Night, for many reasons, cannot be postponed until the spring, we feel that no other singing should be asked of the Freshmen for at least six weeks after college opens.

## MISS TSUDA'S SCHOOL IN JAPAN

(Specially contributed by Toki Fujita, '23.)

"Ninety-nine per cent. of the Japanese go to school," a proud Japanese may proclaim. Yes, but only for six years of primary education, and these six years are spent in learning the awful Chinese characters! In Japan, there are but thirty-three universities for men, and, still worse, only seven colleges for women. One of these is Miss Tsuda's School.

"Why do you send your daughter to Miss Tsuda's School? It is known for nervous breakdowns," our kind neighbor reminded my mother. Yet how thrilled I was to find my name among those who were admitted to the school after the stiff entrance examination! I remember well those first weeks when I spent hour after hour puzzling over a simple passage in *Uncle Tom's Cabin*, and sat dumfounded in the classroom, murmuring to myself, "Americans talk too fast." Yet a few years later, we were reading *The Canterbury Tales*, the *Bible*, *Sartor Resartus* and the *Ancient Mariner* all in the original. We did understand something of them, too.

In 1871, Ume Tsuda, then a child of seven years, now the principal of the school, was among the first group of young women sent to this country by the Japanese Government to study the Western civilization and culture. In 1889, she entered Bryn Mawr College. After graduating, she went straight back to Japan "to give Japanese women higher education under the influence of a Christian Home," as she expressed it.

For twenty-three years the school has grown steadily until today it has an enrollment of over three hundred students. Its graduates receive the much-coveted Government certificates as English teachers in the high schools and fill positions of responsible leadership in Japan.

In September, 1923, the school, about to reopen, was fortunately not yet in session at the time of the earthquake. Classroom buildings, dormitories and teachers' houses; everything was wiped away except the insatiable hunger for education. Those three hundred students are now

studying without books in two small, crowded barracks. Neither the Government nor the missionaries can help; they are busy rebuilding their own schools. Misa Tsuda's is an independent institution, Christian yet interdenominational, Japanese yet international. We turn to the friends of the school for the quick rebuilding of this much-needed institution in Japan.

## WALTER DE LA MARE SPEAKS ON CRAFTSMANSHIP IN POETRY

CONTINUED FROM PAGE 1

monic concordance and in their right harmonic order. Grammatical order is not enough if it is not the right order.

We delight in symmetry and in variety, but related variety, an interwoven sequence of events in obscure relation to one another. Meter is a precise pattern of verbal forms. The entire universe moves to a pattern, and rhythm, is in the blood of man. We measure rhythm by accents. A change of accent almost compels change of tone. Even so common a sentence as "Will you come and dine with me today?" may be infinitely varied in meaning by variation of accent. The verbal foot is of necessity slower than the musical, because we cannot speak as fast as we perceive. Manner dictates speed of saying, and the appropriate time duration comes from an inner sense of life which acts as a metronome.

Have words, merely as words, any meaning? Intricate sounds have an energy value, vowels suggest space, consonants, boundaries. There is an aptness about certain words, even those which are not purely imitative. The craftsman must be able to decide between words which seem the same: only a barbarian could describe beautiful eyes as gray instead of grey. He must choose words that are rich in associative and derivative meanings, words that come alive. Until we use words rightly we are little more than ambulating wax works made vocal by a phonograph. Words used in the wrong place are bad language. When we consider the drafts of great poets, we find that they aim first at the sense, then at music, and last at a kind of critical genius.

But Craftsmanship is not a skillful piecing together of verbal elements, not the infinite capacity for taking pains. The impulse to create flowers from a seed of life within. Poetry is a revelation in that form of what could not be expressed in any other way, and it springs from the heart and mind and spirit of the creator.

To dissect a poem may seem barbarous, but in the study of art lurks science. Knowledge incredibly enriches our delight in all arts, which are mirrors of reality, windows of wider regions of enjoyment.

## BOOK REVIEW

Sard Harker; John Masefield, Macmillan.

Mr. Masefield has told a direct, vigorous tale of adventure and romance whose hero, heroine and villain are true to colorful tradition. They are bravely objective and their purpose, through the book, involves one another, not the solving of their individual psychological problems.

A sailor is steered by periodical dreams towards a girl met once, and loved with a naive steadfastness ever since. He saves her opportunely from danger in the form of a peculiarly evil and picturesque villain. The vivid picture of characters and background, fitting consistently into a high-pitched, yet convincing situation, marks the story with its author's distinction.

## Errata

Owing to a printer's error, the dates for Mr. Alwyne's appearances with the Philadelphia Orchestra this year were given in the last NEWS as December 1 and 6, instead of December 5 and 6, which is correct.

Katherine Neilson, '24, has been elected treasurer by the Graduate Club.



## DEVELOPMENT OF INDIVIDUAL EMPHASIZED AT OXFORD UNIVERSITY, SAYS RHODES SCHOLAR

First Article on "Student Life in Foreign Countries" Deals with English Colleges

### ROWING IS A "SERIOUS SPORT"

The following article is the first of a series entitled "Student Life in Other Countries," others of which will appear in the COLLEGE NEWS at intervals. They have been collected by the Yale Daily News and offered for publication to other college periodicals throughout the country.

An editorial by President Emeritus Hadley, of Yale University, on the significance and purpose of the series appears on the editorial page.

This article on Oxford is written by Mr. Whitney H. Shephardson, a Rhodes scholar at Balliol College, Oxford, from 1911 to 1913. He was a member of the legal staff of the United States Shipping Board in 1917 after which he served in the war. He was in Paris with the American representatives during the Peace Conference and was secretary of the League of Nations Commission.

A great deal has been written about Oxford during the thousand years of its existence. Novels have been built around it; poets have loved it well; essayists have drawn from its inexhaustible quarry, and historians have told its story over and over again. But American students have discovered it for themselves only during the present generation, and, like any other interesting discovery, it deserves to be passed on to someone else. We know altogether too little about the "Mother of Colleges"—our Alma Grandmater.

When once you have been a part of the life at Oxford, Oxford is part of your own life—one of those memories that become fresh and vivid upon the slightest provocation. All this is dangerous; for the first memories that come to mind are of the most elusive sort—the gardens of New College and the well-groomed lawns of Worcester; Old Tom ringing out its hundred and one strokes from Christ Church tower through the midnight rain; old men and young men assembling in their gowns and bright-colored hoods for the formal functions of the University. There is a danger, too, of being diverted into the "curiosities" of Oxford life, its picturesque institutions which seem to link this generation of undergraduates to those generations which have gone before; the "scout" on the staircase who cares for your rooms, brings gigantic breakfasts for the half-dozen guests who are huddling round your feeble fire on a cold, damp morning; students tearing through the streets on bicycles, rushing from one lecture to another with their short black gowns bellying out behind like a full jib; the round tin bath tub—"your bath, sir!" and a cold one at that—which shivering Oxford men accept defiantly as a challenge to the progress of science in material comforts. "Remove not the ancient landmarks which thy fathers have set."

#### Close Relationship of Student and Professor.

But after a few months, these details lose the flavor of novelty, and other things begin to emerge as more important differences between Oxford and our own colleges. First of all, an intimate relation between teacher and student is the rule in Oxford as it is the exception here. I have been given helpful hints in rowing by a distinguished College Head; I have played doubles on the College tennis team paired with an authority in Greek philosophy; I've been swimming in the Isis after the forbidden hour of midnight by the grace of an unscrupulous College chaplain who gave me his key to the back gate, and I've spent weeks of vacation in

North Devon with a tutor in History, for no other reason than that we seemed to like each other's company.

There is, in English life, a closer relationship than we enjoy between older and younger men; but what makes this valuable intimacy possible in Oxford (it seems to me) is the fact that your final examinations are never set by your instructors. An impersonal committee, drawn partly from Oxford and partly from other educational institutions, prepares questions for the written examination, conducts the subsequent oral ordeal, and gives the candidates their final ranking. So friendship with your instructor won't "do any good;" no one can be accused of carrying favor with him. And, as a consequence, you may see as much or as little of him as your mutual desire for friendship suggests.

#### No "Cramming" Possible.

Just because examinations are conducted by such a neutral body, it is necessary for the student to have a fairly broad grasp of his subject. He must be prepared to answer reasonable questions covering his whole course of study. If he is taking the Modern History School, he prepares himself (with the aid of tutors, lectures and reading) in Political Science, one of the several subjects that goes to make up the school.

Ask your tutor for a "text-book" on Political Science, and you'll get nothing but a blank stare! He'll advise you generally with regard to a course of lectures on this subject, or a course of reading; but in the same breadth he'll warn you against imagining that you can "cram" one book or two books and be sure of passing. Your examination will be on Political Science, and not upon John Doe's text-book on Political Science.

#### University Stand Based on Final Examinations.

So you proceed through three years of it—or four—attending many lectures or few as your tutor suggests, reading much or little as your taste and conscience prescribe, taking "tests" from time to time which are set by your tutor merely to discover whether you are slacking or not. The first year of Oxford is one of experiment—many acquaintances, many diversions, with a good deal of dabbling at the books.

The second year is one of "getting up steam"—a few friends, a few selected outside interests and a good deal of hack work at lectures and reading.

The last year is one long driving nine months' "cram" with University examinations at the end—examinations which cover the whole three years' study, and constitute the only basis of your ranking. An uninterrupted week of papers, four hours in the morning and four hours in the afternoon, with everything at stake on them! Whether this is a better or a worse system than our own, the pedagogues can decide. It is certain it is a different one.

#### Distinction Between University and Colleges.

The distinction between Oxford University and the Colleges which compose it, is not easy to grasp at first. The best analogy I know is that of the United States itself, and the "states" which go to make it up. The University, under its own name, and with all its formality and picturesque ceremony, greets you when you enter Oxford, and blesses you when you depart. And perhaps once, in the course of your residence, an official of the University catches you in the act of breaking one of its regulations.

But apart from these occasions, the undergraduate's life is spent in his College: one, two or three hundred men gathered within its four walls, living there, taking part in the College sports, taking the direction of their work from its tutors,

belonging to its clubs, and meeting as a community at least once a day for dinner in the College hall.

Each College has its cliques, its gossip, its internal rows, its particular antipathies among other Colleges, its traditions, its legends, and its specialties—whether they be strawberries-in-season, anchovy toast, or a potent brew of ale. And when you go out from the University into life, you are forever known as a Trinity man, a Magdalen man, a Balliol man, as the case may be.

#### Individuality Developed.

The various Colleges tend, perhaps, to produce men of a certain type; but far greater scope is given to the development of individuality in Oxford than obtains in the United States.

You have more chance of growing in Oxford—and you have more chance of disintegrating. In other words, the system (if an opportunity for education may properly be called a system) is admirably suited to the man who knows where he is going, but the man with little purpose and no sense of responsibility is apt to suffer from being left severely alone.



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Nobody bothers you if you fail to show up at College meetings; nobody makes you go to lectures; nobody thinks you are especially queer if you prefer the writings of some obscure Hungarian poet to those of Arnold Bennett. "Fools are suffered gladly" in the belief that they will work out their own salvation in time, and on the chance that the "fool" may prove, after all, to be right; and that Andreas Ady may be a greater figure in literature than the author of "The Pretty Lady." To go to Oxford may be a dangerous intellectual adventure; but one has all the freedom of the huccaneer while it lasts.

(The remainder of this article will appear in the next issue of the News.)



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## DR. ELMER SPEAKS ON ARCHERY FROM EARLY DAYS OF MAN

### Archery and Fire Have Elevated Man From Primitive State, Says Maxim

Dr. Elmer, for eight years National Archery Champion, who has written several books on the subject, spoke in the gymnasium, Wednesday evening, October 20.

Archery has been one of the most important occupations in the world through all the ages, Dr. Elmer said, in telling the history of archery as he showed bows and arrowheads of different types.

The Mediterranean has filled and emptied three times since the first arrowhead was made, he continued, while one of the two oldest pictures in the world, found in a cave of Southern France, is of a man holding a bow. At a conservative estimate these were painted twenty-five hundred years ago. Since then the Egyptians and the Assyrians, who used the long-hinged bow; the Greeks, who specialized in the Cupid's bow; the people of the Middle Ages, the English in the Wars of the Roses, who employed the long bow we use today, have all been archers. The Turkish bows of horn and sinew shoot the farthest, because they have the greatest resiliency.

Dr. Elmer quoted Mr. Maxim, who once said that fire and archery were the two main things that elevated man. Archery has lived through the ages though it survives merely as a sport today. For years it held its own against gunpowder, and bows were still used in 1772 for fighting purposes. In those days every man practiced daily. We have three early bows, one of which was discovered in the house of a peasant at Flodden Field and is supposed to have been used in the battle, and two, salvaged from the Mary Rose, a ship recently brought up which was sunk in the Thames in the time of Henry the Eighth.

The test of an archer in Robin Hood's day was the cleaving of the wand at 100 yards. The Noble Toxophilic Society, patronized by the Duke of York, did much to keep archery alive, although this was a degenerate period of the sport, when neat little arrows were used. In 1328 Peele, sent on a Western expedition, became fascinated watching the Indians shoot and organized the United Bowmen of Pennsylvania on his return. In 1879 William and Morris Thompson, Confederate Veterans, wrote a book, "The Witchery of Archery," which caught the imagination of the American people. Many societies were formed. Since then there have been yearly archery tournaments, for which the contest now is the old splitting of the wand at one hundred yards.

Dr. Elmer finished his interesting talk with an account of how to shoot, which is classed into the four divisions, standing, knocking, drawing and aiming.

#### CALENDAR

Friday, November 7—Miss Gertrude Ely will speak on the League of Nations.

Saturday, November 8, 8 P. M.—Junior play.

Sunday, November 9, 7.30 P. M.—Dr. W. J. Wanless, of the American Presbyterian Mission Hospital, Miraj, India, will speak in chapel.

Wednesday, November 5, 7.30 P. M.—Dr. Meiklejohn will speak in Taylor Hall.

Thursday, November 13, 8.30 P. M.—President Park will be at home to the Senior Class.

Friday, November 14, 8.30 P. M.—Faculty Reception to the Graduates in Rockefeller.

Friday, November 14, 7.30 P. M.—Dr. William K. Amberson will speak under the auspices of the Science Club in Dalton on "The Nature of Animal Light."

Sunday, November 16—The Rev. Kirsopp Lake, Professor of Ecclesiastical History at Harvard, will speak in chapel.

Monday, November 17—Monday evening concert at Wyndham.

Friday, November 21—Mrs. Sanger will speak on "Birth Control."

Saturday, November 22—Sophomore play.

The Graduate Club has elected Mary Albertson secretary. Miss Albertson was Bryn Mawr 1915 and is a fellow in history.

## DR. MEIKLEJOHN GIVES FIRST LECTURE ON EDUCATION

CONTINUED FROM PAGE 1

gether again. Bertrand Russell thinks that in the philosophy to come we shall have incoherence, just a lot of things catalogued, identified listed but non-significant.

"Yet this breaking down of thought systems is a normal human experience. Our thought-molds are always too stiff to meet changing circumstances. They crack and we have to make new ones.

"For example, men used to have a curriculum called classicism in which they believed. But the world today feels that classicism is not good enough. It is fine, delicate, sweet, excellent, but it is not creative and it is essentially undemocratic. We feel that education should enable people to grow, should make them free, and should give them a scientific attitude of mind.

"But here again we are lacking in our point of view. Into what will we grow, what will we do with our freedom, and what will we get with our scientific attitude of mind?" To answer these questions, Dr. Meiklejohn thinks we need to make for ourselves a picture of the meaning of life.

In his next lecture, which will be given Wednesday, November 5, Dr. Meiklejohn will speak about democracy.

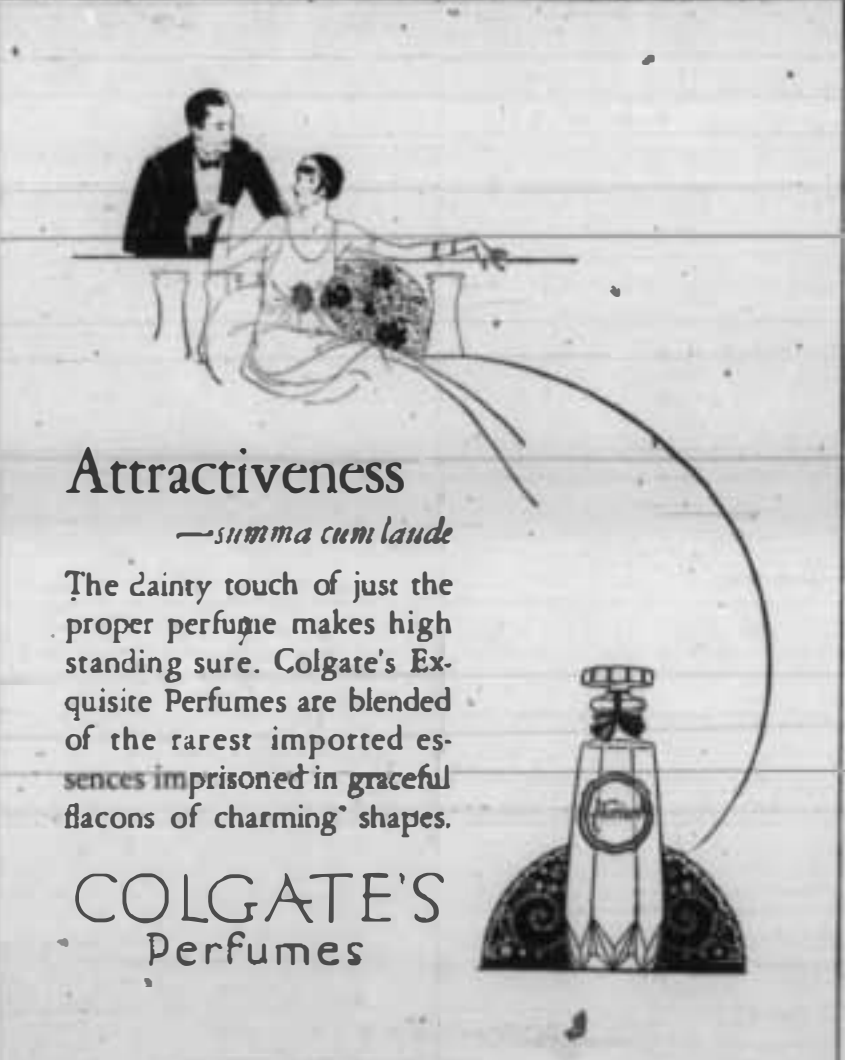
## EDUCATION TO BE TOPIC OF LIBERAL CLUB DISCUSSIONS

Beginning Sunday, November 7, Dr. DeLaguna, Professor of Philosophy, will lead a discussion group with members of the Liberal Club on topics of education.

What is the value of an A. B. degree? Should education be general or specific? Is a college education the most valuable kind an individual could have? These are some of the points that will be discussed this and

following Sundays. Other subjects for discussion will be announced later. Those who want to come are asked to sign on the bulletin board in Taylor.

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## COLLEGE HOLDS RALLY

CONTINUED FROM PAGE 1

The Ku Klux, garbed in chaste and simple white, formed a distinct group. An air of single-hearted purpose surrounded them as the Wizard brandished a fire axe, while the refrain of their battle cry floated heavenward, "I am 100 per cent. American."

In contrast to the more purely masculine elements were the Neuter Women, ably led by H. Chisolm, '28. Gowned in ample and all-covering serge, a dash of ribbon round their throats and ground-grippers, they formed an arresting feature of the parade. Their banner proclaimed Women's Rights to all the world, a statement backed up vocally by individual neuters.

Winding down senior row, resplendent with torches planted on both sides, the procession moved on towards the gym. Brightly lit and draped with bunting of our national colors, this was the seat of festivities till late into the night.

Thanks to Dr. Barnes, Professor of Physics, the hoarse voice of a radio announced the returns. Prolonged cheers greeted the results as the votes came in State by State. To break the monotony of the long waits, party leaders spoke fervidly on cherished planks of their respective platforms, interrupted by ribald jests from other factions.

Peanuts, candy, drinks and other light refreshments were sold, the furor heightening when an intemperate Communist let off a pop bottle over a representative of the "solid South." Swaying slowly in time to a mystic tune, the Klansmen chanted a new national anthem reprinted in brief here from the *American Mercury*.

I am a 100 per cent. American.  
I am a super patriot.  
A red, red, red, red, red, I am.  
A red-blooded American.  
I am a 100 per cent. American.  
I am an anti-Darwin intellectual.  
The man who says  
That any nice young boy or gal  
Is a descendant of the ape  
Shall never from hell's fire escape.  
Only the extinguishment of the gymnasium lights ended the rally.

## IN PHILADELPHIA

Garrick—"Aren't We All," with Cyril Maude.

Forrest—"Madame Pompadour." (Last week.) Next week—Walter Hampden in "Cyrano de Bergerac."

Lyric—"Sprin Cleanin'," with Violet Heming and Estelle Winwood.

Walnut—"Tarnish."

Shubert—"In Heidelberg."

Broad—"Little Miss Bluebeard," with Irene Bordoni.

Adelphi—"Maggie," with Helen Mackellar.

Chestnut—"Little Jessie James." Next week—"Mr. Battling Butler."

## Movies.

Stanley—"Three Women."

Stanton—"Tess of the D'Urbervilles."

Aldine—"Sea Hawk." Next week—"Janice Meredith."

Arcadia—Dante's "Inferno."

Globe—"Captain Blood."

## Concerts.

Academy of Music, November 7 and 8—Philadelphia Symphony Orchestra.

Brahms—Variations on a Theme of Haydn, Choral St. Antoni.

Loeffler—Poem.

Dvorak—Symphony No. 5, in E minor, "From the New World."

I.—Adagio; allegro molto.

II.—Largo.

III.—Scherzo; allegro vivace; poco sostenuto.

IV.—Allegro con fuoco.

Varese—Hyperprisms.

## FIRST TEAMS

The first half of the game between Seniors and Freshmen, which resulted in victory, 6-4, for 1928, was painfully slow. Though there was some pretty playing, it

seemed to be futile, for the ball only crawled about the field.

Waking up in the second half, the teams worked hard and earnestly, racing up and down the field. R. Elting, '28, made an excellent rush to goal, after receiving the ball at the 50-yard line. J. Stetson, '28, proved herself a reliable back.

The line-up was:

1923—S. Anderson, M. Brown\*, D. Lee\*\*\*\*, E. Evans, S. Carey\*, K. Fowler, H. Herrman, E. Glessner, C. Remak, V. Lomas, M. Gardiner.

1928—R. Elting\*, Palache\*\*, F. Bethel\*, H. Tuttle, B. Loines, E. Rhett, A. Bruere, M. Gray, J. Stetson, E. Jones, M. Fyfe.

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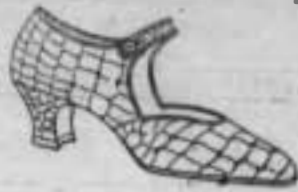
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